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ABSTRACT

The hypothesis of this study is that there are no differences between urban and rural high school students. All the students in attendance in a rural (n=752) and an urban (n=1413) high school in Kentucky were given a questionnaire by homeroom teachers who had been instructed in its use. Comparisons of the sample were made by school location (rural and urban) and by sex. The hypothesis was generally supported in the areas of age-grade placement, with the rural students being slightly older; however, on the average in both schools, 9th graders were in their 14th year; 10th graders were in their 15th year; 11th graders were in their 16th year; and 12th graders were in their 17th year. Also, students in both types of schools agreed that they would prefer to go steady with a person of their own religion or that religion was not important. The null hypothesis was more applicable in areas of family size, family parental composition, allowances, earnings, church membership and attendance, occupational field of the head of the house, level of education of parents, occupational and educational aspirations, school participation, and maturity for marriage. [Not available in hard copy due to marginal legibility of original document.] (Author/LS)

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A COMPARATIVE STUDY OF URBAN AND RURAL HIGH SCHOOL STUDENTS IN KENTUCKY

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A paper presented in the Rural Sociology Section at the annual meeting of the Association of Southern Agricultural Workers in Memphis, Tennessee, February 4, 1970.

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ABSTRACT

A COMPARATIVE STUDY OF URBAN AND RURAL
HIGH SCHOOL STUDENTS IN KENTUCKY

James S. Wittman, Jr.
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This study resulted from a seminar of educators in a graduate course in the Family to test the hypothesis that today there are no differences between Urban and Rural High School students. In May, 1969, all the students in attendance in a Rural (N=752) and an Urban (N=1413) High School in Kentucky were given a questionnaire by the homeroom teachers who had been instructed in its use. Port-a-Punch IBM cards were used in collecting the data rather than direct completion of the questionnaire by the students. A "loss" of about 1% was incurred due to spurious punching of IBM cards. Comparisons of the sample were made by school location (Rural and Urban) and by sex. The hypothesis was generally supported in the areas of age-grade placement with the Rural students being slightly older but on the average in both schools 9th graders were in their 14th year, 10th graders were in their 15th year, 11th graders were in their 16th year and 12th graders were in their 17th year. Also the students in both schools agreed they would prefer to go steady with a person of their own religion or that religion was not important and a person slightly younger for the males and a person slightly older for the females. The null hypothesis was more applicable in areas of family size, family parental composition, allowances, earnings, church membership and attendance, occupational field of the head of the house, level of education of parents, occupational and educational aspirations, school participation and maturity for marriage.

A paper presented in the Rural Sociology Section at the annual meeting of The Association of Southern Agricultural Workers in Memphis, Tennessee, February 4, 1970.

A COMPARATIVE STUDY OF URBAN AND RURAL HIGH SCHOOL STUDENTS IN KENTUCKY, MAY, 1969.

James S. Wittman, Jr.
Western Kentucky University

In a seminar composed mainly of educators from urban and rural high schools in Kentucky, it was hypothesized that today there is actually no differences between rural and urban high school students. The modern high school, mass media, and transportation facilities that are available to the rural students probably have resulted in developing similiar students in both rural and urban high schools and the past differences between urban and rural students no longer exist.

To test this hypothesis a survey was made of two high schools in Kentucky in May, 1969. A city school system of approximately 1500 high school students and a rural school system of approximately 800 high school students were selected for comparison. The month of May was chosen since it would allow for all the students to have had time to be influenced by the school environment and also provide sufficient time to develop a questionnaire and make the necessary arrangements for its execution. All of the students in the urban school reside within the city limits of a 40,000 incorporated city in Western Kentucky. The majority of the students in the rural school resided outside of incorporated towns in Central Kentucky and were transported to school by bus. All the students in attendance on the day of the survey were given the questionnaire by their homeroom teacher who supervised the completion of the survey and the punching of the port-a-punch IBM cards.

Acknowledgements. Credit for initiating the survey and developing the questionnaire goes to Mrs. Georgia Sublet, a high school counselor and for administrative assistance to Mr. Chester Redmon, the principal of the urban school and to Mr. Thomas Florence, the principal of the rural school. The faculty and students of both schools are congratulated for their wholehearted participation. The computer center at Western Kentucky University provided its services and assistance freely and without cost.

The survey questionnaire had been pretested in a university training school before being modified for final use. In the pre-test questionnaire open ended questions were used and remarks were solicited in an attempt to arrive at meaningful and complete Categories. Since the port-a-punch card can be used for only 40 questions, the pre-test also aided in the final choice of questions.

Prior approval of the high school principal had been secured and he provided time during a faculty meeting to instruct the home-room teachers. Each teacher had a packet delivered to her prior to the time of the survey and the packet was picked up immediately after the students had completed the questionnaire. The IBM cards were checked for spurious punches and five were found to be so improperly punched they were not usuable. One student requested that its card not be used. There were 1413 urban students consisting of 690 males and 723 females. There were 752 rural students consisting of 403 males and 349 females.

The students did not make their choices directly on the survey form but on port-a-punch IBM cards. As a consequence, some spurious punches appeared on the cards, due to either an honest error or merely punching an inappropiate punch. These spurious punches appear in all the tables as "no information" since there was no way to evaluate such spurious punches. This technique saved the card for use in other areas of evaluation and tabulation. However, as can be seen in the tables, this type of punching error increases with the more sensitive questions and decreases to zero in the less sensitive questions. It is also less frequent in the rural school than in the urban school and less frequent among the girls than the boys. The questions on age, grade, and sex were designed to provide some indication of improper punching, as well as, for imperical data. It appears that high school students can be expected to use port-a-punch IBM cards effectively when supervised. However, spurious punches will occur in what the students consider to be sensitive questions. One can expect 98-99% of all items on port-a-punch cards to be properly punched which certainly speeds up the data processing of questionnaires.

"GOING STEADY SURVEY"

TABLE 1 A COMPARISON OF AGE WITH SEX OF STUDENTS IN AN URBAN AND RURAL HIGH SCHOOL, KENTUCKY, MAY, 1969.

School	URBAN						RURAL						TOTAL	
Sex	MALES		FEMALES		TOTAL		MALES		FEMALES		TOTAL		TOTAL	
Age	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
12	4	*			4	0.3	4	1.0	1	*	5	*	9	0.4
13	2	*	2	*	4	0.3	2	*			2	*	6	0.3
14	97	14.0	120	17	217	15.4	34	8	46	13	80	11	297	13.7
15	170	25	217	30	387	27.4	94	23	71	20	165	22	552	25.6
16	166	24	181	25	347	24.5	105	26	83	24	188	25	535	24.7
17	144	21	138	19	282	19.8	83	21	85	24	168	22	450	20.8
18	81	12	57	8	138	9.8	71	18	54	16	125	17	263	12.1
19	12	2	2	*	12	1.0	6	1	7	2	13	2	27	1.2
20	2	*			2	.2	1	*	1	*	2	*	4	.2
No Info	12	2	6	1	18	1.3	3	1	1	*	4	*	22	1.0
TOTAL	690	100	723	100	1413	100	403	99	349	99	752	99	2165	100
Aver. Age	15.9		15.7		15.8		16.2		16.2		16.2		15.9	

A. 97% of all students are in ages 14-18.
B. .7% are less than 14 vears

* = less than 1%

CHARACTERISTICS OF THE SAMPLE

I. Age (Table 1)

1. The age range of the students in both schools was from 12 to 20 years of age.

2. The Urban School had a few more students in ages 14 to 15 and a few less students in ages 17 to 18 than did the Rural School.

3. The Rural Males and Females had the same average age (16.2), but there were more females at the 14-15 age category.

4. Urban Males were on the average 15.9 years of age and slightly older than the females (15.7).

5. Combining ages 15 and 16, it is found that 49% of the Urban Males, 55% of the Urban Females, 49% of the Rural Males and 44% of the Rural Females fell into this age range.

6. The average of all the Rural Students was 16.2 years as compared to 15.8 years for all the Urban Students. This is an age differential of about 5 months.

7. The average age of the Rural Males was 16.2 years as compared to 15.9 years for the Urban Males. This is an age differential of about 4 months.

8. The average age of the Rural Females was 16.2 years as compared to 15.7 years for the Urban Females. This is an age differential of 6 months.

9. Half of the students in this study are 15-16 year olds or in the "middle teenage" years.

10. This sample of Urban and Rural High School students can certainly be described as "Teenagers".

"GOING STEADY SURVEY"

TABLE 2 . A COMPARISON OF AGE WITH GRADE OF STUDENTS IN AN URBAN HIGH SCHOOL, KENTUCKY, MAY, 1969.

Sex	MALE										FEMALE									
Grade	9		10		11		12		Total		9		10		11		12		Total	
Age	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
12	3	1																		
13	1	1	1	1					2	*			2	1					2	*
14	91	45	2	1			2	1	97	14	117	55	2	1					120	17
15	87	43	79	48	1	1	3	2	170	25	92	43	124	58	1	1			217	30
16	17	8	66	40	83	52			166	24	4	2	81	38	95	58	1	1	181	25
17			14	8	59	37	71	44	144	21			1	*	63	39	74	57	138	19
18	1	1	1	1	9	6	70	44	81	12			1	*	4	2	52	40	57	8
19					2	1	10	6	12	2							2	1	2	*
20							2	1	2	*										
No Info	3	1	1	1	5	3	3	2	12	2	2	*	2	1			2	1	6	1
TOTAL	203	100	164	100	159	100	161	100	690	100	215	100	213	100	163	100	131	100	723	100
Aver Age	14.6		15.6		16.5		17.5		15.9		14.5		15.4		16.4		17.4		15.7	

209
+3 spurious punches

* = less than 1%

II. The Urban Students - Age and Grade by Sex. (Table 2).

1. The 9th Grade males had a wide range in ages from 12-18 years while the 9th Grade females were clustered in ages 14-15. However, 88% of the males as compared to 98% of the females in the 9th Grade were 14-15 years of age.

2. The 10th Grade males range in age from 13-18 years while the females had an age spread of 13-17 years, However, 88% of the males and 96% of the 10th Grade females were in the 15-16 age range.

3. The 11th Grade males had an age span of 15-19 years while it was 15-18 years for the females. 89% of the males and 97% of the females in the 11th grade were in the 16-17 age range.

4. The 12th Grade males indicated an age span of 13-20 years. However, the three punches in the 14-15 age categories are highly questionable punches and probably more realistically should have been added to the "no information" category as spurious punches.

   The 12th Grade females had an age range of 16-19 years. However, 88% of the males and 97% of the females in the 12th Grade had an age range of 17-18 years.

5. The Urban Females tend to be more homogeneous for age and grade than is so for the Urban Males.

6. When averages are compared, it is found that in general for the Urban students that 9th Graders are in their 14th year, that 10th Graders are in their 15th year, that 11th Graders are in their 16th year, and that 12th Graders are in their 17th year.

"GOING STEADY SURVEY"

TABLE 3 , A COMPARISON OF AGE WITH GRADE OF STUDENTS IN A RURAL HIGH SCHOOL, KENTUCKY, MAY, 1969.

Sex	Male										Female									
Grade	9		10		11		12		Total		9		10		11		12		Total	
Age	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
12	1	1							1	*	1	1							1	*
13	2	2							2	*										
14	33	26			1	1			34	8	46	46							46	13
15	65	51	28	32	1	1			94	23	39	39	29	35			2	2	70	20
16	21	16	46	52	37	39	1	1	105	26	10	10	43	51	29	39	1	1	83	24
17	4	3	12	14	39	41	28	30	83	21	2	2	11	13	36	48	36	40	85	24
18			1	1	16	16	53	58	71	18			1	1	10	13	43	48	54	16
19							6	7	6	2							7	8	7	2
20							1	1	1	*	1	1							1	*
No Info	1	1	1	1	2	2	3	3	7	2	1	1					1	1	2	*
TOTAL	127	100	88	100	96	100	92	100	403	100	100	100	84	100	75	100	90	100	349	99
Aver Age	14.9		15.8		16.7		17.8		16.2		14.7		15.8		16.8		17.6		16.2	

* = less than 1%

III. The Rural Students - Age and Grade by Sex. (Table 3).

1. The range in age for 9th Grade males was 12-17 years and 12-20 years for the females. However, 77% of the males and 85% of the females were 14-15 years of age.

2. The 10th Grade males and females had an age range of 15-18 years. 84% of the males and 85% of the females in the 10th grade were clustered at ages 15-16.

3. The 11th Grade males had an age range of 13-18 years while it was 15-18 years of age for the females. 80% of the males and 87% of the females were clustered at ages 16-17.

4. The 12th Grade males had an age range of 16-20 years and the females had an age range of 15-18 years. But 88% of both sexes were 17-18 years of age.

5. The Rural Females tend to be more homogeneous for age and grade than was so for the Rural Males.

6. When averages are compared, it is found that for the most part, 9th graders were in their 14th year, 10th graders were in their 15th year, 11th graders were in their 16th year and 12th graders were in their 17th year. This above age and grade pattern exists for both the Urban and Rural students with the Rural students being slightly older.

IV. Summary of Age and Grade by Sex (Tables 2 & 3).

1. 88% of the Urban males as compared to 77% of the Rural males were 14-15 years of age in the 9th Grade.

2. 98% of the Urban females as compared to 85% of the Rural females were 14-15 years of age in the 9th Grade.

3. 88% of the Urban males as compared to 84% of the Rural males were 15-16 years of age in the 10th grade.

4. 96% of the Urban females as compared to 85% of the Rural females were 15-16 years of age in the 10th grade.

Table 4 A Comparison of Students in an Urban and a Rural High School in Kentucky by Sex and Grade. (May, 1969).

SEX	MALE										FEMALE									
GRADE	9		10		11		12		Total		9		10		11		12		Total	
SCHOOL	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
URBAN	203	30	164	24	159	23	161	23	687	100	215	29	213	30	163	23	131	18	722	100
RURAL	126	31	88	22	96	24	92	23	402	100	99	28	84	24	75	22	90	26	348	100
TOTAL	329	30	252	23	255	24	253	23	1089	100	314	29	297	28	238	22	221	21	1070	100

GRADE	9*		10		11		12		Total	%
ALL STUDENTS	643	30	549	25	493	23	474	22	2159	99.7
No Information									6	.3
								Total	2165	100.0

* The percent for all 9th Grade Students is actuall 29.7 rather than 30

5. 89% of the Urban males as compared to 80% of the Rural males were 16-17 years of age in the 11th grade.
6. 97% of the Urban females as compared to 87% of the Rural females were 16-17 years of age in the 11th grade.
7. Both the Urban and Rural males had 88% who were 17-18 years of age in the 12th grade.
8. 97% of the Urban females as compared to 88% of the Rural females were 17-18 years of age in the 12th grade.
9. Urban students appear to be more homogeneous in age and grade groupings than was so for the Rural students and especially the Urban females.

V. Grade Distribution (Table 4).

1. When this sample of teenagers is compared by grades, it is found that 30% were in the 9th grade, 25% were in the 10th grade, 23% were in the 11th grade, and 22% were in the 12th grade.

   (It is interesting to note that out of the 2165 students punching IBM Port-a-Punch Cards that only 6 cards were multiple punched for grade that resulted in their being classified as "no information").
2. The percentage of males in each grade by schools was more uniform than it was for the females. There were 2% more urban males than rural males in the 10th grade while this was so for 6% of the urban females. Further, there was 8% more 12th grade rural females than urban females.
3. In both schools over half of the students were in the 9th and 10th grades. 54% of the urban males were in 9th and 10th grades as compared to 53% of the rural males. 59% of the urban females were in the 9th and 10th grades as compared to 52% of the rural females.

VI. SUMMARY OF COMPARISONS

Rural Students as compared to Urban Students in this study were generally found to be:

Reference to Table	Comment
1.	Slightly older (about 5-6 months on the average)
2.	Slightly older by grades
3.	Slightly more uniform in ages in grades 10 and 11
4.	With a higher percentage in the 9th grade and a smaller percentage in the 10th grade.
5.	From larger families
6.	From families with both parents present
7.	Without weekly allowances and more so for the females than for the males
8.	Without weekly earnings and more so for the females than for the males
9.	Church members and more so for the females than for the males
10.	More inclined to "go Steady" with a person of the same religion as their own and more so for the females than for the males
11.	More inclined to attend church once a week
12.	More willing to "go steady" with a female their own age or 1 to 2 years younger. Urban males felt about the same.
12 a.	More willing to "go Steady" with a male 1 to 2 years older or even 3 to 5 years older. Urban females felt about the same.

Reference to Table	Comments
13.	From families where the occupational field of the head of the house was more likely to be skilled or machine operator.
14.	From families where the highest level of education of their parents would be less than completion of high school.
15.	More inclined to choose median status occupational fields rather than top status occupational fields (Skilled, Administrative, Machine operator - males) (Clerical, Administrative, Skilled - females)
16.	More inclined to think their high school program is preparing them for general work or a special vocation.
17.	More inclined to terminate their education at the completion of high school
18.	Less active in sports
19.	Less active in subject related clubs
20.	Less active in music clubs
21.	More inclined to believe they are emotionally mature for marriage or express uncertainity
22.	More inclined to believe they are socially mature for marriage or express uncertainity
23.	More inclined to believe they are educationally mature for marriage or express uncertainity
24.	More inclined to believe they are financially mature for marriage or express uncertainity.

Table 5 A Comparison of Students in an Urban and a Rural High School by Size of Family. (Ky., May, 1969)

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Family Size	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent
1	8	1.2	7	1.7	6	.8	1	.3
2	19	2.8	14	3.5	23	3.2	6	1.7
3	95	13.7	22	5.5	90	12.4	15	4.3
4	173	25.0	33	8.2	137	18.9	31	8.9
5	155	22.5	46	11.4	169	23.4	46	13.2
6	108	15.6	47	11.7	115	15.9	51	14.6
7	48	7.0	38	9.4	75	10.4	39	11.2
8	30	4.3	33	8.2	48	6.6	29	8.3
9 or More	46	6.7	160	39.7	52	7.3	131	37.5
No Information	8	1.2	3	.7	8	1.1	0	0
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

Rural Families tend to be larger than urban families as shown by the percent of the students who come from families with 9 or more members.

Forty percent of the rural males and 38% of the rural females indicated they came from families that had 9 or more members.

Seven percent of the urban males and females indicated they came from families with 9 or more members.

Table 6 A Comparison of Students in an Urban and a Rural High School by Parental Home Composition. (Ky, May, 1969)

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Family Parents	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Mo & Fa	462	67.0	321	79.7	527	72.9	284	81.4
Mo & S Fa	41	5.9	14	3.5	37	5.1	13	3.7
Mother	93	13.5	35	8.7	109	15.0	26	7.4
Fa & S Mo	31	4.5	3	.7	8	1.1	0	0
Father	10	1.4	8	2.0	6	.8	5	1.4
Relative	24	3.5	8	2.0	18	2.5	17	4.9
GUARDIAN	8	1.2	1	.2	8	1.1	0	0
S Fa & S Mo	2	.3	3	.7	2	.3	0	0
ALONE	10	1.4	8	2.0	4	.6	1	.3
No Information	9	1.3	2	.5	4	.6	3	.9
TOTAL	690	100.0	403	100	723	100	349	100.0

Key: Mo = Mother, Fa = Father, S = Step.

More rural students come from families composed of both parents than do urban students.

Four of five of the rural students have both parents at home while this is true for about two of three urban students.

14-15% of the urban students have only a mother at home but this is so for only 7-8% of the rural students.

Table 7 A Comparison of the Weekly Allowances of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Allqwance	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Less than $1/wk.	29	4.2	23	5.7	17	2.4	23	6.6
$1 -5	235	34.1	117	29.0	372	51.4	128	36.7
$6 -10	98	14.2	49	12.2	76	10.5	15	4.3
$11-15	19	2.8	18	4.5	20	2.8	8	2.3
$16-20	26	3.8	12	3.0	14	1.9	2	.6
$21-25	9	1.3	6	1.5	5	.7	0	0
$26-29	3	.4	0	0	0	0	0	0
$30 or more	18	2.6	10	2.5	7	1.0	3	.9
NOTHING	245	35.4	167	41.4	208	28.7	170	48.6
No Information	8	1.2	1	.2	4	.6	0	0
TOTAL	690	100.0	403	100	723	100	349	100

There is a wide range of weekly allowances provided these high school students.

The most common allownace is $1-5 per week.

A larger percentage of the Rural Students receive no allownace.

A larger percentage of the females receive no allowance.

Table 8 A Comparison of the Weekly Earnings of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Earnings	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Less than $1	30	4.3	22	5.5	37	5.1	19	5.4
$1 - 5	134	19.4	100	24.7	252	34.8	115	33.0
$6 - 10	109	15.7	74	18.4	111	15.4	28	8.0
$11 - 15	59	8.6	45	11.2	34	4.7	9	2.6
$16 - 20	64	9.3	29	7.2	26	3.6	3	.9
$21 -25	57	8.3	25	6.2	27	3.7	1	.3
$26 - 29	25	3.6	13	3.2	5	.7	1	.3
$30 or more	181	14.6	27	6.7	20	2.8	4	1.1
NOTHING	104	15.1	66	16.4	208	28.8	167	47.8
No Information	7	.1	2	.5	3	.4	2	.6
TOTAL	690	100	403	100	723	100	349	100

There is a wide range of weekly earnings reported by these high school students.

The Urban students appear to have more weekly earnings than do the Rural students.

Males tend to earn more than the females.

Almost half of the Rural Females have no weekly earnings.

Table 9 A Comparison of Church Membership of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Member	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
YES	518	75	321	80	593	82	309	89
NO	152	22	67	17	115	16	39	11
No Information	20	3	15	3	15	2	1	(.3)
TOTAL	690	100	403	100	723	100	349	100

The majority of these students are members of a church. The Rural Females have the largest percentage as church members while the Urban Males have the largest percentage who are not church members .

Table 10 A Comparison of the Religious Rreference in Going Steady of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Preference	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Different from mine	37	5.4	3	.7	35	4.9	4	1.0
Same as mine	313	45.4	195	48.5	416	57.4	223	64.0
No Religion	38	5.5	23	5.7	24	9.0	4	1.0
Religion not important	280	40.5	170	42.2	238	27.3	111	32.6
No information	22	3.2	12	2.9	10	1.4	7	2.0
Total	690	100	403	100	723	100	349	100

When "Going Steady" not many students would choose a person because their religion was different nor do many sonsider it important.

Table 11 A Comparison of Church Attendance of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Church Attendance	Number	per-cent	Number	per-cent	Number	per-cent	Number	per-cent
3 / week	90	13.0	15	3.8	128	17.8	24	6.9
2 / week	94	13.6	30	7.4	126	17.4	31	8.9
1 / week	202	29.3	249	61.8	272	37.6	220	63.0
3 / month	47	6.8	7	1.7	43	5.9	8	2.3
2 / Month	30	4.3	17	4.2	18	2.5	8	2.3
1 / Month	16	2.3	2	.5	6	.8	3	.9
Occasionally	151	21.9	57	14.2	112	15.5	45	12.8
Not at all	54	7.8	24	6.0	12	1.7	9	2.6
No Information	6	.8	2	.4	6	.8	1	.3
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

The Majority of these students attend church but a smaller percentage of the Rural Students do not attend than is true for the Urban Students.

The Urban Students have a greater variation in degree of church attendance: 13% of the urban males as compared to 4% of the rural males attend church three times per week; 18% of the urban females as compared to 7% of the rural females whoattend church three times per week.

The most frequent pattern of attendance at church for 6 out of 10 rural students is onee per week.

(Only a few students made errors in punching this question which shows in the "No Information" category but which would be expected to be greater)

Chart 12 The Percentage Distribution of the Age of a Person you would prefer to "Go Steady" with as reported by Male Students in an Urban and a Rural High School in Kentucky, May, 1969. (N=1093)

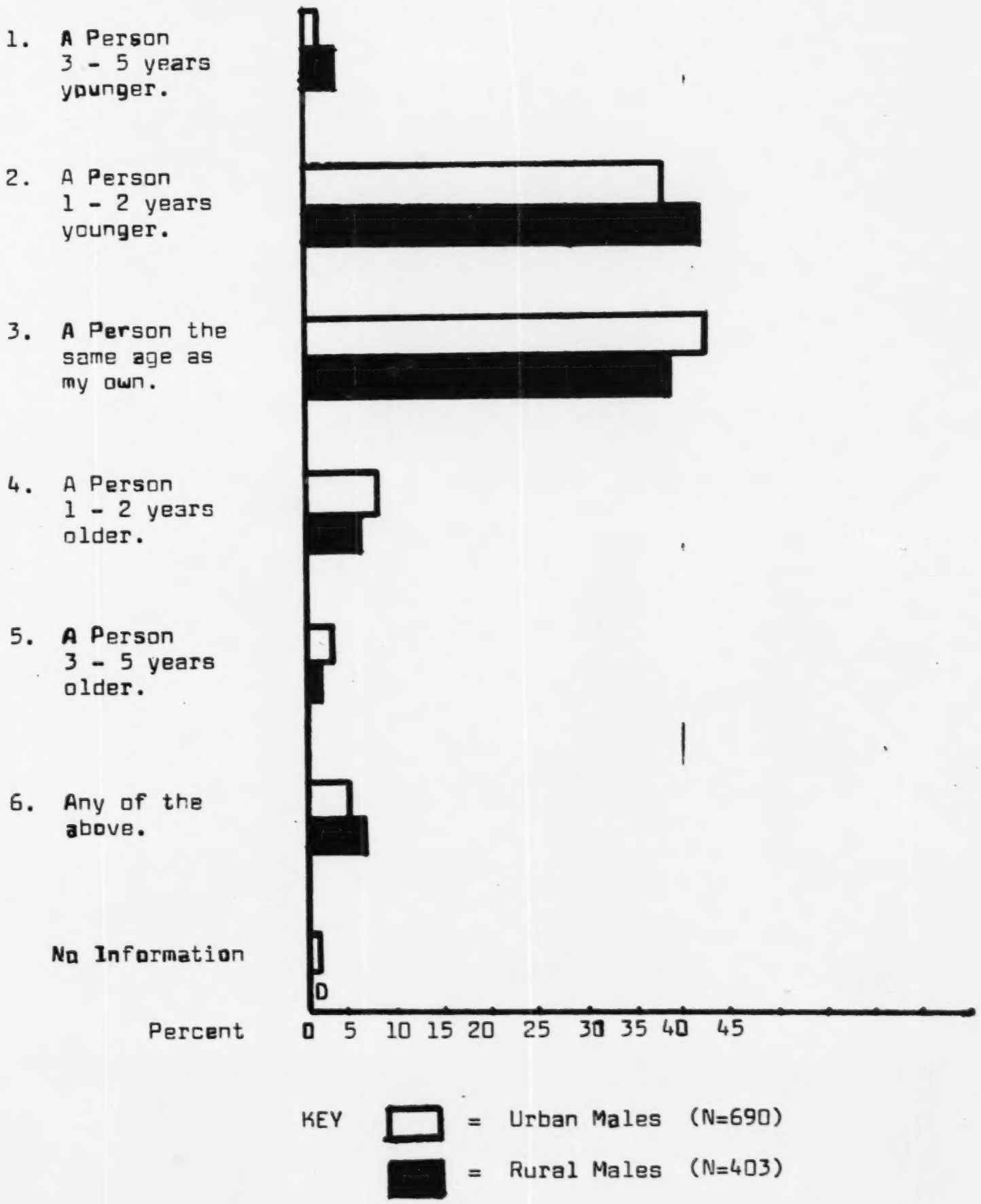
1. A Person 3 - 5 years younger.
2. A Person 1 - 2 years younger.
3. A Person the same age as my own.
4. A Person 1 - 2 years older.
5. A Person 3 - 5 years older.
6. Any of the above.
No Information
0
Percent
0 5 10 15 20 25 30 35 40 45
KEY = Urban Males (N=690)
= Rural Males (N=403)

Chart 12b The Percentage Distribution of the Age of a Person you would prefer to "Go Steady" with as reported by Female Students in an Urban and a Rural High School in Kentucky, May, 1969. (N=1072)

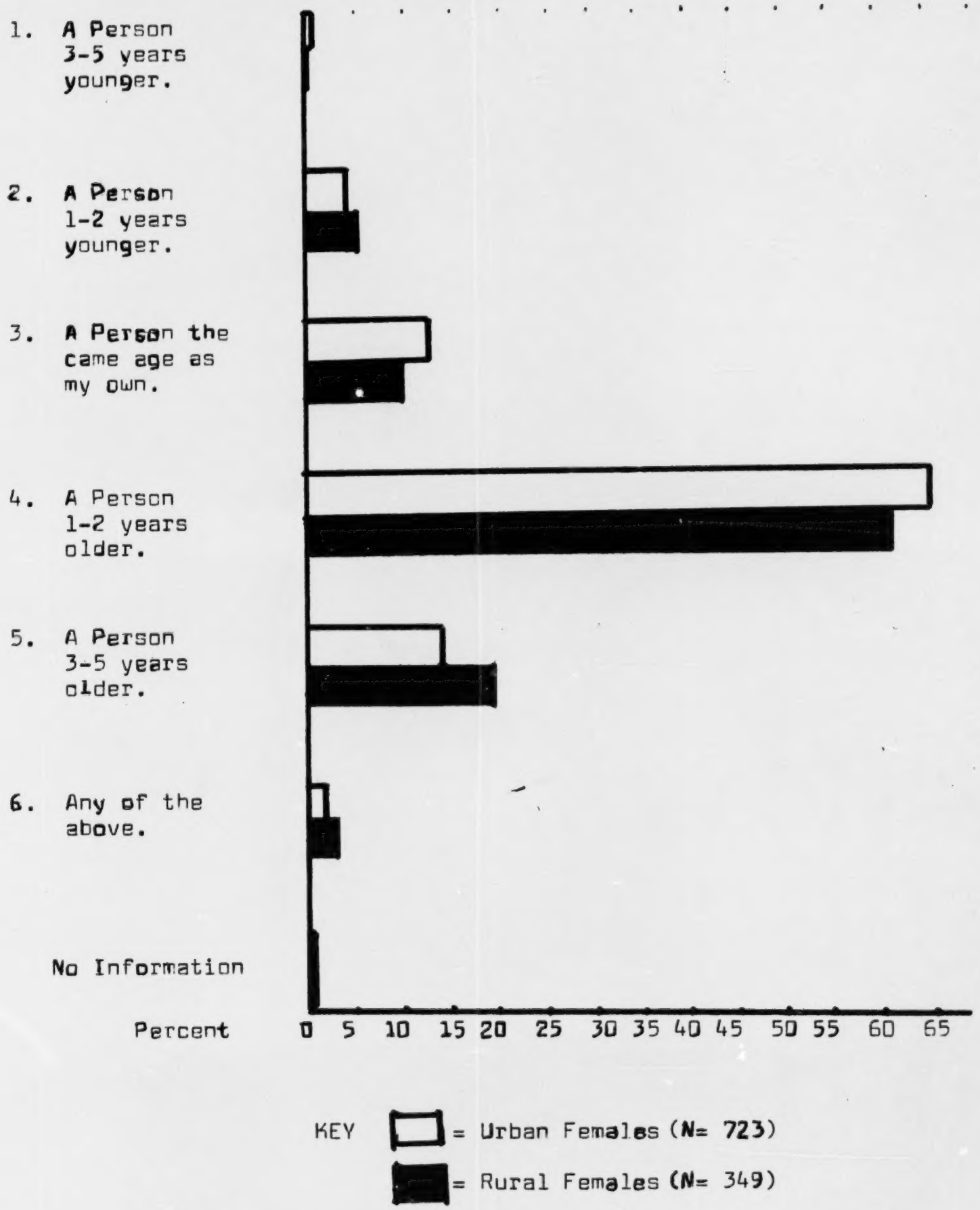
1. A Person 3-5 years younger.
2. A Person 1-2 years younger.
3. A Person the came age as my own.
4. A Person 1-2 years older.
5. A Person 3-5 years older.
6. Any of the above.
No Information
Percent
0 5 10 15 20 25 30 35 40 45 50 55 60 65
KEY
= Urban Females (N= 723)
= Rural Females (N= 349)

Table 13 A Comparison of the Occupational Field of the Head of the House of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Occupational Field	Number	per-cent	Number	per-cent	Number	per-cent	Number	per-cent
EXECUTIVES	116	16.8	18	4.5	85	11.8	6	1.7
BUSINESS MGRS.	158	22.9	44	10.9	192	26.5	34	9.7
ADMINISTRATIVE	117	17.0	51	12.7	96	13.3	39	11.2
CLERICAL	67	9.7	46	11.4	73	10.1	29	8.3
SKILLED	108	15.7	114	28.2	116	16.0	110	31.6
MACHINE OPER.	63	9.1	93	23.1	88	12.2	82	23.5
UNSKILLED	38	5.5	35	8.7	55	7.6	44	12.6
No Information	23	3.3	2	.5	18	2.5	5	1.4
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

The above occupational fields were adapted from August B. Hollingshead. Two Factor Index of Social Positions. Yale Station, New Haven, 1965. A three page instruction sheet was available for each student to aid him in selecting one of the above categories most appropiate for the head of his house.

A larger percentage of the Urban students have the head of the house in the top three occupationel fields while the Rural students have a larger percentage of the heads of their houses in the lower three occupational fields.

Table 14 A Comparison of the Highest Level of School Completion by Parents of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Level of Schooling	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
A Degree above a College degree	104	15.1	12	3.0	77	10.7	10	2.9
A College Degree	99	14.3	8	2.0	95	13.1	6	1.7
Attended College	130	18.8	37	9.2	141	19.5	13	3.7
High School Grad.	201	29.2	118	29.3	203	28.0	104	29.7
Attended H. S.	73	10.6	66	16.4	104	14.4	61	17.5
7 - 9th Grade	51	7.4	125	31.0	81	11.2	134	38.4
6th Grade or less	14	2.0	34	8.4	18	2.5	17	4.9
No Information	18	2.6	3	.7	4	.6	4	1.2
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

The above levels of schooling were adapted from August B. Hollingshead. Two Factor Index of Social Position. Yale Station, New Haven, 1965.

It is interesting to note that approximately the same percent (29) of these students' parents were high school graduates.

However, a larger percentage of the Urban students' parents had some college (the top three categories) while a larger percentage of the Rural Students' parents had not completed high school (the bottom three categories).

Table 15 A Comparison of the Occupational Field Choice of Students by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Occupational Field	Number	per-cent	Number	per-cent	Number	per-cent	Number	per-cent
EXECUTIVES	255	37.0	45	11.2	123	17.0	31	8.9
BUSINESS MGRS.	148	21.4	67	16.6	177	24.5	55	15.8
ADMINISTRATIVE	80	11.6	76	18.9	164	22.7	67	19.2
CLERICAL	55	8.0	47	11.7	146	20.2	84	24.1
SKILLED	72	10.4	94	23.3	42	5.8	56	16.0
MACHINE OPER.	38	5.5	62	15.4	27	3.7	24	6.9
UNSKILLED	9	1.3	10	2.5	21	2.9	27	7.7
No Information	33	4.8	2	.4	23	3.2	5	1.4
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

The above occupational fields were adapted from August B. Hollingshead. Two Factor Index Of Social Position. Yale Station, New Haven, 1965.

The Urban Males aspire to the top two occupational fields to a greater extent than do the rural males (58% and 41% respectively).

The Urban Females also aspire to the top two occupational fields to a greater extent than do the Rural Females.(41% and 24% respectively).

Not very many of these students expect to be unskilled but the Rural Females had the largest grouping with this level of occupational aspiration (7.7%).

Table 16 A Comparison of What Students in an Urban and a Rural High School in Kentucky think their High School Program is Preparing them for. (May, 1969).

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Preparation FOR	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
College	463	67.2	150	37.2	478	66.1	128	36.7
General Work	103	14.9	151	37.6	137	18.9	144	41.2
Special Vocation	48	7.0	62	15.4	49	6.8	32	9.2
Other	54	7.8	34	8.4	49	6.8	41	11.7
No Information	22	3.1	6	1.4	10	1.4	4	1.2
TOTAL	690	100.0	403	100	723	100.0	349	100.0

Two-thirds of the Urban Males and Females think their high school program is preparing them for college while only half this many Rural Males and Females feel this way.

Twice as many Rural males as compared to Urban males feel their high school program is preparing them for general work and the same ratio is also true for preparing for a special vocation.

Four out of ten Rural females think their high school program is preparing them for general work.

Table 17 A Comparison of How Many Students in an Urban and a Rural High School in Kentucky Plan on Continuning Their Education Beyond High School. (may, 1969).

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Planning	Number	per-cent	Number	Per-cent	Number	per-cent	Number	per-cent
YES	570	83	238	59	582	81	179	51
NO	95	14	143	36	133	18	163	47
No Information	25	3	22	5	8	1	7	2
TOTAL	690	100	403	100	723	100	349	100

Urban students plan on continuning their education to a greater extent than do the Rural studen's in this study.

Almost half (47%) of the Rural Females do not plan on continuing their education beyond high school

Over a third (36%) of the Rural Males do not plan on continuing their education beyond high school.

Rural Males had the largest percent that did not provide sufficiant information for this simple choice question to be properly coded (5%). This may indicate that atleast 5% were uncertain about their futures.

Table 18 A Comparison of How Many Students Participated in Sports (Atheletics) by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
SPORTS	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
None	238	34.6	176	43.8	267	37.0	181	51.8
1	132	19.1	73	18.1	103	14.2	40	11.5
2	112	16.2	63	15.6	111	15.4	55	15.8
3	91	13.2	34	8.4	99	13.7	29	8.3
4	41	5.9	17	4.2	45	6.2	16	4.6
5	16	2.3	5	1.2	28	3.9	9	2.6
6	35	5.1	23	5.7	40	5.5	5	1.4
No Information	25	3.6	12	3.0	30	4.1	14	4.0
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

More Rural students than Urban students do not participate in sports. A larger percentage (52%) of the Rural Females than the Rural Males (44%) do not participate in any sport.

Even though participation in sports is more commonly thought of as more often participated in by males than females, the Urban Females have a larger percentage who participated in sports than did the Rural Males.

Approximately one in ten of these students were very active in sports, that is, in four or more sports; 13% of the Urban Males, 11% of the Rural Males and 15% of the Urban Females as compared to 9% of theRural Females.

Table 19 A Comparison of How Many Students Belonged to Subject Related Clubs by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Subject Clubs	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
None	367	53.3	244	60.6	315	43.6	190	54.4
1	125	18.2	74	18.4	153	21.2	89	25.5
2	83	12.0	38	9.4	108	14.9	37	10.6
3	29	4.2	14	3.5	57	7.9	13	3.8
4	25	3.6	3	.7	26	3.6	5	1.4
5	12	1.7	5	1.2	10	1.4	1	.3
6	9	1.3	6	1.5	6	.8	1	.3
No Information	40	5.7	19	4.7	48	6.6	13	3.7
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

Over half of these students were not members of a subject related club. The extremes were the Urban Females who had 44% non-members and the Rural Males who had 61% non-members in subject related clubs.

About one-third of these students are members of either one or two subject related clubs.

A few students are very active in subject related clubs. 7% of the Urban males and 6% of the Urban females are members of 4 to 6 subject related clubs while only 3% of the Rural males and 2% of the Rural females are this active.

Table 20 A Comparison of How Many Students Belonged to Music Clubs by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Music Clubs	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
None	499	72.3	296	73.4	502	69.4	226	64.9
1	79	11.4	58	14.4	107	14.9	92	26.4
2	31	4.5	11	2.8	30	4.1	10	2.9
3	10	1.4	6	1.5	10	1.4	3	.9
4	4	.6	4	1.0	4	.6	0	0
5	2	.3	1	.2	1	.1	0	0
6	8	1.2	3	.7	1	.1	0	0
No Information	57	8.3	24	5.9	68	9.4	18	4.9
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

The great majority of these students were not members of a music club. The Rural females had the lowest percent (65%) who were non-music club members while the Rural males had the highest percent (73%) who reported no membership in music clubs.

One in four of the Rural Females were members of one music club, 3% were members in two music clubs and 1% were members in three music clubs but none reported membership in over three clubs.

A few students reported they were members in 4 to 6 music clubs but it was only 2% for both the Urban and Rural males and 1% of the Urban females.

Table 21 A comparison of how many students Believe They Are Emotionally Mature for Marriage by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Belief	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Very Mature	15	2.2	11	2.7	12	1.7	8	2.3
Mature	167	24.2	99	24.6	173	23.9	97	27.7
Immature	235	34.1	115	28.6	290	40.1	115	33.0
Very Immature	75	10.9	34	8.4	64	8.9	24	6.9
Don't Know	179	25.9	137	34.1	174	24.1	98	28.0
No Information	19	2.7	7	1.6	10	1.3	7	2.1
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

Approximately one in four of these students believe they are emotionally mature for marriage.

More of the Urban males feel they are immature emotionally for marriage than do Rural males but more Rural males reported they didn't know than did the Urban males.

About half of the Urban females believe they are immature for marriage while only 40% of the Rural females believed this to be true.

It is interesting to note that there are fewer in the "no information" category than was reported for participation in sports, subject related clubs and music clubs in high school.

Table 22 A Comparison of How Many Students Believe They are Socially Mature for Marriage by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Belief	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Very Mature	25	3.6	13	3.2	17	2.4	11	3.2
Mature	216	31.3	133	33.0	225	31.1	127	36.4
Immature	219	31.8	99	24.6	263	36.3	108	30.9
Very Immature	61	8.8	30	7.4	49	6.8	16	4.6
Don't Know	157	22.8	126	31.4	166	23.0	86	24.6
No Information	12	1.7	2	.4	3	.4	1	.3
TOTAL	690	100.0	403	100.0	723	100	349	100.0

Approximately one-third of these students think they are socially mature for marriage and only a very few think of themselves as very immature socially for marriage.

About the same percentage (42%) of the Urban males and females believe they are socially immature for marriage while 32% of the Rural males and 35% of the Rural females feel this way.

31% of the Rural males don't know if they are socially mature for marriage but only 25% of the Rural females believe this to be so.

23% of the Urban males and females feel they don't know if they are socially mature for marriage.

Table 23 A Comparison of How Many students Believe they are Educationally mature for marriage by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Belief	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Very Mature	37	5.4	29	7.2	22	3.0	20	5.7
Mature	181	26.2	158	39.3	195	27.0	143	41.0
Immature	245	35.6	97	24.1	311	43.0	95	27.2
Very Immature	99	14.3	36	8.9	78	11.8	21	6.0
Don't Know	120	17.4	81	20.1	115	15.9	69	19.8
No Information	8	1.1	2	.4	2	.3	1	.3
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

The Urban Females have the smallest percent (3%) who think they are very mature educationally for marriage while the Rural Males have the largest percent (7%) who believe this.

A larger portion of the Rural Students (40%) believe they are educationally mature for marriage than was indicated by the Urban students (26%).

Half of the Urban males feel they are educationally immature for marriage and anotbher 17% don't know.

About the same ratio of the Urban females (45%) as for the Urban males feel they are educationally immature for marriage and 16% don't know.

Only one in three of the Rural students feel they are educationally immature for marriage and 20% don't know.

Table 24 A Comparison of How Many Students Believe They are Financially Mature for Marriage by Sex in an Urban and a Rural High School in Kentucky, May, 1969.

SEX	MALE				FEMALE			
SCHOOL	URBAN		RURAL		URBAN		RURAL	
Belief	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
Very Mature	23	3.3	14	3.5	13	1.8	4	1.1
Mature	63	9.2	39	9.7	47	6.5	39	11.2
Immature	243	33.9	131	32.5	291	40.3	121	34.7
Very Immature	249	36.2	124	30.8	266	36.8	118	33.8
Don't Know	112	16.2	92	22.8	103	14.2	66	18.9
No Information	9	1.2	3	.7	3	.4	1	.3
TOTAL	690	100.0	403	100.0	723	100.0	349	100.0

About 12% of these students believe they are financially mature for marriage except for the Urban Females who had 8% who believed this.

The majority of these students do not believe they are financially mature for marriage as indicated by these percentages: 70% of the Urban Males, 77% of the Urban females, 63% of the Rural Males and 68% of the Rural Females.

More of the Rural Students believe they are finalcially mature for marriage than do Urban Students.

VII. IMPLICATIONS and/or INFERENCES

1. The Differences between Urban and Rural High School Students does exist but it is not as great as it might appear on the surface because the same survey instrument was equally understood by both grouping of students.

2. Rural students tend to be more traditionally and conservative in their orientetion to society in such areas as work, religion, family and sex roles.

3. There does not appear to be the great diversity of behavior patterns among Rural Students that exists among Urban Students.

4. The life style, occupation and education of the parents of the Rural Students are not as diverse as among the Urban Students' parents.

5. In all probability, due to the heterogeneous nature of the student clientel in the Urban High School more pressure for change is exerted upon it than upon the Rural High School because of its more homogeneous clientel.

6. In all probability, more Urban Students are college bound than have the ability while some Rural Students who have ability for college are not motivated to try.

7. Rural students, especially females, are marriage and family oriented to a greater degree earlier in life than are Urban Students. However, a sizeable percentage of the Rural Students expressed uncertainity about their maturity for marriage and possibly could profit from guidance in this area.

8. Rural Students have a need for guidance and counseling that will lead to a wider range of occupational aspirations, especially at the higher levels, that have as a basic entrance requirement a college education.

9. If participation as a young person is an indication of participation as an adult, then Rural Students will not be as active as their Urban counterparts when both are adults.

10. The vast majority of the cases in both the Urban and the Rural High School can be expected to be in the 9th grade in their 14th year, in the 10th grade in their 15th year, in the 11th grade in their 16th year and in the 12th grade in their 17th year. Apparently social promotion exists to some degree in both systems.

11. It appears that our hypothesis in regard to age-grade placement and with whom they would "go steady" is acceptable but that the null hypothesis has to be accepted in other areas.